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ABSTRACT

Highlighting the importance of teaching practice grounded in a consciously held, critically examined philosophical framework, this book examines the contribution of John Dewey's philosophy to the early childhood teacher's theoretical base for practical direction and decision making. A detailed account of how Dewey's educational philosophy may be translated into the everyday life of the classroom is provided. Particular attention is given to the concepts of the social individual and experience, and to the complexities involved in experiential learning. After a general introduction, chapter 2 introduces Dewey and his philosophy of education. Chapter 3 places the social individual in an early childhood setting and poses questions related to the development of curriculum. Chapter 4 examines the partnership between children and teachers in developing curriculum. Chapters 5, 6, and 7 examine experience both in its variety and detail, and illustrate how it can be adopted in an early childhood setting. Chapter 8 returns to the personal and to the difficulties encountered in connecting Dewey's thought and vision with the daily life of the classroom. The book includes a bibliography of over 75 items that includes works by Dewey, edited collections of his writings, and writings about him. (AA)

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